

Management of Character Education in Islamic-Based Elementary Schools (Multicase Study at Athirah Islamic Elementary School Makassar and Alfityan SDIT Gowa)

Syamsul, Mappanganro, Masdar Mas'ud & Andi Darmawangsa

Doctor of Islamic Education Management, Universitas Muslim Indonesia

The purpose of the study was to analyze the management of character education at SD Islam Athirah Makassar and SDIT Alfityan Gowa. From the purpose of this research, it can be seen that the methodology used by the researcher in qualitative research with religious, pedagogic, and sociological approaches. The research approach is religious, pedagogic approach, and sociological approach. The results showed that the form of character education that was implemented at SD Islam Athirah Makassar, namely: (1) religious character, (2) character who loves cleanliness and the environment, (3) character of honest attitude, (4) character of caring attitude, and (5) character of love for the homeland, (6) likes to move, (7) likes to play, (8) likes to work in groups, (9) likes to feel or do things directly, (10) likes to imagine and work. While the forms of character education in SDIT Alfityan Gowa are (1) setting an example, (2) appreciating or giving awards, (3) inserting moral messages in every lesson, (4) being honest and open-minded, (5) teaching manners, (6) instilling leadership, (7) share inspiring experiences, and (8) through literacy activities, and (9) teachers position themselves as parents, (10) facilitators, (11) motivators, (12) inspirational and (13) role model for every student to follow.

Keywords: Management; Character building; Islamic based

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I. Introduction

A school learning management process at this time has become a factor to see the characteristics of the school. In addition, a positive environmental response is also another supporting factor that cannot be ignored. A healthy climate, high support from parents and the community for the program, as well as a participatory collaborative leadership are very important parts, especially in schools with multi-ethnic/multi-cultural students.^[1] The form of the educational process carried out by the Athirah Islamic Elementary School (SDI Athirah) is the result of the realization of the vision and mission of SDI Athirah, so to see a quality of an educational institution that is characterized by Islam, it can be seen from the formulation of the vision and mission made. Quality of an educational institution is standard conformity with the expectations of *stakeholders* and the fulfilment of promises that have been given.

Responding to problems in the current era of globalization, the H. Kalla Foundation established an educational institution that oversees Elementary Schools, Islamic Junior High Schools, and Islamic High Schools under the name Athirah Islamic School. However, the main priority of the research is the Athirah Islamic School or SD Islam Athirah as a formal elementary school because it is considered to have a superior program that can provide quality educational services at the elementary school level by the surrounding community. The private elementary school can instil Islamic character values by developing superior programs, such as the *Qur'an tahfidz* program, English mastery program, and *Guardian of the Earth*.

In addition to the H. Kalla Foundation, there is also a foundation called Alfityan based in Gowa Regency, with a level of concern for the character of the younger generation, so that the Alfityan Foundation is also involved in the field of education by establishing integrated educational institutions such as SDI Athirah. Integrated Islamic School which is abbreviated as SIT Alfityan. SIT Alfityan is in charge of several levels of schools that are integrated, namely continuous education levels starting from Elementary School, Junior High School (SMP) and Alfityan High School (SMA). However, in this study, researchers focused on the elementary school level, namely SDIT Alfityan, because at this elementary school level it was then considered to have the basic potential to build the character and mentality, morals, ethics and character of the child so that they could avoid moral decadence.

Some of the excellent programs that characterize the two schools are in two different foundations.^[2] Although both of them are not under the same foundation, both schools have a main program in fostering children as the nation's next generation, including both having classroom learning programs and a superior program for *hafidz 30 juz Al-Quran* at the age before baligh with a *full day*. This is a solution for parents in

Gowa Regency in choosing an education that focuses on character education and Qur'an education for their children.^[5]

Through this flagship program, the two Islamic Elementary Schools, both SDI Athirah Makassar City and SDIT AlfityanGowa Regency in the implementation of education, serve as the implementation of strengthening character education with the principle of school-based management which is the responsibility of school principals, teachers, and other education personnel. as the fulfilment of the workload of both teachers and school principals. Therefore, character education at the basic education level must receive a larger portion than education that teaches knowledge.

The researcher's interest in studying character education in Athirah Islamic Elementary School in Makassar City and Alfityan Elementary School in Gowa Regency is based on the decrease in the character of high-class students compared to the character of low-grade students. In addition, the school is classified as having various school achievements at the sub-district level, district/city level, provincial level and even national level events. In addition to these reasons, it turns out that the school is also in great demand by the surrounding community, as evidenced by the surge in new student registrations every year.

A preliminary survey of researchers to parents/guardians of students regarding the reasons for sending their children to SDIT Alfityan Makassar City and SDIT AlfityanGowa Regency that students of SDIT Islam Athirah Makassar City and SDIT AlfityanGowa Regency have high manners and religiosity and organize a learning model that integrates sufficient general knowledge and religious sciences. This is a need of today's society because the conventional model that separates SD/MI in the morning and madrasah diniyah in the afternoon is starting to decrease if it is not permissible to say that it has received less response or even tends to be abandoned.

Athirah Islamic Elementary School Makassar City and Alfityan SDIT Gowa Regency are two elementary schools that are expected to have the ability to manage available resources efficiently and effectively to deliver students to develop optimally into superior humans who not only have intellectual intelligence but also have other intelligence. .

The researcher's interest in studying character education in Athirah Islamic Elementary School Makassar and Alfityan Islamic Elementary School is based on the achievement of various school achievements at the sub-district, district, provincial and national levels. The character formed that strongly supports the achievement of achievements is an attitude of caring for the environment and society so that SD Islam Athirah Makassar and SDIT AlfityanGowa won 3rd place at the Provincial level in the healthy school and clean school competition. This fact is a competitive advantage that involves the awareness of school residents, especially students, in applying a caring attitude to environmental and social hygiene and health in schools.

II. Research Methods

This dissertation research is a descriptive qualitative research type. Qualitative research to understand the phenomena experienced by the research subjects, for example, the presence of less commendable behaviour is often shown by students in the form of cheating during exams, there are truant, also sometimes not present without definite information from parents, often bullying their friends and not attending congregational prayers. 'Ah. Qualitative research aims to obtain data that is more complete and more in-depth, credible, and meaningful so that the research objectives can be achieved. This qualitative research was conducted because the researcher wanted to explore and integrate with the informants naturally, so as not to create conditions as if manipulated or controlled by the researcher. This study examines and analyzes in depth the efforts of teachers and other education personnel, both students at SD Islam Athirah Makassar and students at SDIT AlfityanGowa.

III. Discussion

A. Forms of Implanting Character Education in Athirah Islamic Elementary School Students in Makassar and SDIT AlfityanGowa

1. Forms of Implanting Character Education in Athirah Islamic Elementary School Students Makassar

- a) Enjoys moving
- b) Enjoys playing
- c) Enjoys working in groups
- d) Enjoys feeling or doing something directly
- e) Enjoys imagining and creating

In addition, the character of students at SDI Athirah Makassar, among others, is found:

- a) religious character
- b) Characters love cleanliness and the environment
- c) Honest attitude character
- d) Caring attitude character

e) The character of the attitude of love for the homeland

To find out the 10 forms of character above, the researchers conducted research at SD Islam Athirah Makassar by going directly to the research location and holding interviews with several institutional managers, especially the principal of the Athirah Islamic Elementary School, deputy principal, several teachers in the field of study, and several students who are in grades V and VI of SD Islam Athirah Makassar, 2021/2022.

In principle, SD Islam Athirah Makassar is one of the primary schools with Islamic characteristics under the auspices of the NV Foundation. Hadji Kalla also implements the curriculum from the Ministry of Religion of the Republic of Indonesia, especially in the field of religious studies including character education which is therapeutically related to Islamic religious education materials. Meanwhile, in the curriculum of the Ministry of National Education, character education is particularly focused on the field of Civics, which, although other subjects also have character problems, is the most dominant in the Civics subject. Therefore, in this primary data, the data will be studied more from these two learning materials, namely Islamic Religious Education and PPKn.

In this era of increasing demand for quality education, the observers of education including at SD Islam Athirah Makassar, according to Khasan, S. Pd., MM., that:

Always innovate in the world of education, one of which is the innovation carried out at the NV Foundation. Hadji Kalla is in the field of education, namely by forming a combination or integrating between General Education and Islamic Religious Education into the form of an educational institution called the Integrated Islamic School (SDIT) as a form of an educational unit that plays a very strategic role in shaping, building, fostering and directing students to become positive personality or character, (interview, 12 February 2022).

Athirah Islamic School is one of the oldest Integrated Islamic Schools in South Sulawesi which was established on April 24, 1984, and operated in 1985. Based on the results of interviews with the principal of SD Islam Athirah Makassar Khasan, S. Pd., "various efforts have been made to deliver quality education. The synergy *stakeholders* within the scope of SD Islam Athirah is going well so that targets after targets which are the elaboration of the school's vision and mission can be actualized", (interview, 12 February 2022).

From the observations of researchers while at the research location, namely SD Islam Athirah in Kajaolaliddo Makassar, primary data was obtained that the form of character education at SD Islam Athirah Makassar started from the vision and mission of this school, namely "to become a superior school with Islamic characteristics, national spirit and global perspective. "The mission is "to develop a learning system that can equip students with rational skills, personal skills, social skills", and contains the expectations of parents as external customers.

The planting of character education in Athirah Makassar Islamic Elementary School students is very urgent because the students' personalities, in general, are not so well established that they require coaching. In some cases, even though they have not deviated from the student's personality, sometimes some students have unexpected personalities, including sometimes bullying their friends, not going to school without clear explanations, also sometimes some of them cheat during daily tests or mid-semester tests. Cases like this are then tried to be eliminated among students, even though these cases are seen as trivial, but the impact can then make or encourage students to have a cheating or dishonest character.

One form of effort made by the government and the community is the cultivation of character in students who of course also continue to cooperate with parents as customers of character education. According to the deputy principal of the Athirah Islamic Elementary School curriculum in Makassar, ArfyuniFirman, when it was confirmed that:

Character education is one of the learning achievement targets at Athirah Islamic Elementary School. Because character in Islam is better known as morals is lost in the younger generation (students), then their lives and even the life of the nation in the future will be more worrying. Right now, a character crisis for almost all levels of society has occurred, various bullying and unnatural actions are practised by school-age children, such as promiscuity, drug abuse, lack of discipline, frequent truancy during learning activities at school, cheating and so on. there is no effort to anticipate or at least minimize their future will be worse off, and in the end, the nation will be left behind, and families are looked down upon, (interview, 10 February 2022).

This is what then becomes the foundation that underlies the urgency of implementing character education through educational activities starting from the most basic level,^[4] namely Elementary School as implemented at the Athirah Islamic Elementary School Makassar. The form of character education applied by SD Islam Athirah Makassar is education that is not a stand-alone subject, but according to the Deputy Head of the Curriculum Sector, it is integrated into the curriculum and serves as a reinforcement for existing ones, (interview, 10 February 2022). Furthermore, ArfyuniFirman stated that:

The integration of character into learning activities at Athirah is intended to integrate, incorporate, and apply the values of goodness and truth to shape, develop, and foster the character or personality of students according to their character when learning activities take place. . (interview, 10 February 2022).

From the interview data, it can be seen that character education must be implemented. Therefore, it is necessary to revitalize character education in schools, especially in elementary schools. This Athirah Islamic Elementary School in Makassar is one of the elementary schools that plays an important role in instilling character education in students because this Athirah Makassar Islamic Elementary School not only fosters students at the elementary education level but also in secondary education so that the learning of character education provided in schools can be sustainable. from kindergarten, elementary, middle to high school. In addition, the vice principal for student affairs stated that:

The Athirah Makassar Islamic School (TK, SD, SMP, and SMA) is the school's mission to become an inseparable part of educational practice. For that reason, character education is not a new concept among Athirah Makassar Islamic schools, but a concept that has long been applied and sustainable (interview, 21 February 2022).

At the level of the Athirah Makassar Islamic Elementary School, the criteria for achieving character education is the formation of a school culture which includes student behaviour, traditions, daily habits and symbols that are practised by all residents of Athirah Makassar Islamic Elementary School, both in the family environment, in the school environment. , as well as in the community. These symbols are directed at value education, character education, moral education, or character education, whose development goals are focused on the ability of students to make decisions about good and bad. This means that through the cultivation of character in students at SD Islam Athirah Makassar, they can give birth and manifest goodness into everyday life with all their hearts. Therefore, the researcher sees that the content of character education that has been built at SD Islam Athirah Makassar includes the moral dimension, the personality dimension, or the moral dimension of al-karimah, which contains values including religious, honesty, tolerance, discipline, hard work, creativity and so on

. Based on the results of research at Athirah Islamic Elementary School Makassar, researchers found that the cultivation of character values whose implementation was focused on students of Athirah Islamic Elementary School Makassar through the integration process with learning, school culture, and also extracurricular activities, all of which were implemented into in the practice of daily worship, subject matter, school rules, and other activities.

According to Andi BesseTaebah (interview, March 21, 2022) when it was confirmed related to the findings of the researcher, the integration of character education in the students of SD Islam Athirah Makassar by the school emphasized that "how can people become good, namely by showing their personal qualities in life." their daily life according to the wishes of the surrounding community". It was further stated that "to make this happen, SD Islam Athirah Makassar needs to instil character values as a step to shape and foster student character for the better".

The results of the interview showed that the cultivation of character values at SD Islam Athirah Makassar was carried out by integrating it into the learning process. The way the teacher conveys these character values seems to be conveyed to students through various learning methods, such as the lecture method, where the teacher presents learning material through heroic stories and games in learning activities that have been developed by the teacher. From these activities, the teacher seeks to present and describe the importance of character values by motivating Athirah Islamic Elementary School students to apply them in their daily lives.

The homeroom teacher of class V when interviewed by researchers, stated:

The implementation of character education in class V is carried out by starting and ending the learning material by greeting and praying, checking and attending to students, forming heterogeneous groups, which are adapted to active learning methods, creative, and fun invites students to read books during learning activities or historical literacy, such as teachers asking moral messages from historical figures or characters from historical actors. (interview, 23 March 2022).

In analyzing the results of the interviews above, it was stated that the learning process carried out in class V of SD Islam Athirah Makassar by providing *moral feeling* by encouraging students to be more sensitive to character values. Instilling character values in students can also be done spontaneously by principals, teachers and *stakeholders*. For example, spontaneous activities carried out by school principals and teachers by being friendly to school residents, reprimanding and greeting, and advising those who are not orderly, such as when the entrance bell has rung and students have not entered class, the teacher will remind students to immediately enter the classroom. class.

From the whole series of character values described above, the form of character that needs to be instilled in elementary school-age students, such as the age of students at Athirah Islamic Elementary School Makassar, as stated by Ikhsan Khairuddin, a Counseling Guidance teacher (BK) is "(1) religious character, (2) character who loves cleanliness and the environment, (3) character of honest attitude, (4) character of caring attitude, and (5) character of love for the homeland", (interview, 22 March 2022).

The descriptions of each of the characters presented are:

1) To instil religious character is the first step in growing religious traits, attitudes, and behaviour in the next development period.^[5] Childhood is the best time to instil religious values. Efforts to inculcate religious values must be adjusted to the level of development.

2) The character of love for cleanliness and the environment is the cultivation of a love of cleanliness which is shown in two things, namely (a) maintaining personal hygiene and environmental cleanliness.^[6] Self-cleanliness is intended to form a healthy person and a strong soul. "In a healthy body, there is a strong soul." If the child is in good health and has a strong soul, the child can participate in teaching and learning activities properly.

3) The character of an honest attitude. Honesty has a positive impact on various aspects of life, both now and in the future. Honesty is a very valuable investment and basic capital for effective communication and healthy relationships.^[7] Children as individuals who are honest and sensitive to various stimuli from the outside environment can have harmonious relationships and good communication with others.

4) The character of a caring attitude. A caring attitude is an attitude and action that is expected to be owned and carried out by students by assisting others in need.^[8] Caring for children can be instilled in schools in various ways, for example when a classmate is sick, a character with a caring attitude appears to be able to visit or can collect money from classmates to then buy something as a default when visiting as a form of caring against friends.

5) The character of love for the homeland. This behaviour of loving the homeland is often referred to as nationalist so that the way of thinking, acting and having insight places the interests of the nation and state above personal and group interests. This nationalist character can be instilled through a flag ceremony.

Through the cultivation of these five characters in the Athirah Islamic Elementary School in Makassar, it is hoped that children can grow into individuals who have intellectual intelligence and excellent manners. Being a person who has high knowledge and knowledge is certainly not enough, without having to be equipped with a good attitude or character.

In addition to the five characters stated above, other characters are also taught in the form of integrating learning to fifth-grade students at SD Islam Athirah Makassar, namely "(1) happy to move, (2) happy to play, (3) Happy to work in groups. , (4) likes to feel or do things directly, (5) likes to imagine and work," (interview, 23 March 2022). Furthermore, to find out in more detail about the shape of the character that is expected to be embedded and implemented by students in their daily lives, it can be seen in the following description:

1) Happy to Move. Students of SD Islam Athirah Makassar can sit quietly for a maximum of about 30 minutes, after that they still tend to make movements consciously or not. Thus, teachers must facilitate learning that allows students to move freely such as moving as a form of *ice breaking*, experimenting, demonstrating, and others. Love to move is the most common trait possessed by children in their growth period. As a teacher, you must be able to optimize the characteristics of the active child to be maximized in the learning process.

2) Happy to Play. At the age of elementary school students, including students of SD Islam Athirah Makassar, every subject teacher innovates to learn when learning is facilitated with fun games. Therefore, teachers must facilitate learning that allows students to play that is relevant to the subject matter that students want to master. These characteristics require elementary school teachers to carry out educational activities that contain more games - more for the lower class. The teacher should design a learning model that allows for elements of the game in it. Teachers should develop a serious but relaxed teaching model. The preparation of the lesson schedule should be alternated between serious subjects such as science, and mathematics, with lessons that contain elements of games such as physical education, or arts and culture and skills. Adults can sit for hours, while elementary school children can sit quietly for at least about 30 minutes long.

3) Children enjoy working in groups (Collaboration). From their association with peer groups, children learn important aspects in the socialization process, such as: learning to comply with group rules, learning to be loyal to friends, learning not to depend on being accepted by the environment, learning to accept responsibility, learning to compete with others in a healthy and sportsmanlike manner. , learning sports implies that teachers must design learning models that allow children to work or study in groups, as well as learn justice and democracy. These characteristics have implications that teachers must design learning models that allow children to work or study in groups. The teacher can ask students to form small groups of 3-4 people to study or complete a task in groups.

At the age of growth, students tend to be interested in socializing and getting to know new things, including looking for friends to play with.

4) Enjoys feeling or doing something directly. Judging from the theory of cognitive development, elementary school children enter the concrete operational stage. From what he learned in school, he learned to connect new concepts with old concepts. Based on this experience, students form concepts about numbers, space, time, bodily functions, gender, morals, and so on. For elementary school children, the teacher's

explanation of the subject matter will be better understood if the child does it himself, as well as setting an example for adults.

5) Enjoy imagining and creating. Athirah Makassar Islamic Elementary School students seem to have characters that can be developed by teachers well. The character in question is the character of imagination and creativity or student work. Elementary school students tend to like to imagine and make things according to what they imagine. Teachers must facilitate learning that can develop students' imagination and creativity, for example facilitating students to produce work that is relevant to the learning material.

Thus, if you pay attention to the explanation above, it can be stated that the things that need to be done by SD Islam Athirah Makassar are: Then it was concluded that there were 10 (ten) forms of character implemented at SD Islam Athirah Makassar, namely: (1) religious character, (2) character who loves cleanliness and the environment, (3) character of honest attitude, (4) character of caring attitude, and (5) the character of love for the homeland, (6) likes to move, (7) likes to play, (8) likes to work in groups, (9) likes to feel or do things directly, (10) likes to imagine and work.

2. Forms of Implanting Character Education in SDIT AlfityanGowa Students

The character forms of SDIT AlfityanGowa students are:

- a) Religious character
- b) honest nature
- c) Tolerance
- d) Discipline
- e) creative
- f) democracy
- g) Likes to read
- h) caring attitude, and
- i) Responsibility

Implementation is an activity to realize plans into real actions to achieve goals effectively and efficiently so that they have value. Therefore, character education in schools in general and specifically at SDIT AlfityanGowa is pursued through four alternative strategies in an integrated manner, according to the results of the researcher's analysis. The four alternative integrated strategies that the researchers found sourced from primary data are:

First, the school, through the direction of the principal or the teacher, integrates the moral education content (character) that has been formulated into a subject. *Second*, every subject teacher is directed to integrate character values into daily activities at SDIT Al FityanGowa. *Third*, every teacher integrates character values into programmed or planned activities, and *fourth*, all school members (*stakeholders*) build collaborative communication between schools and parents (Fatmawati, interview, 20 February 2022).

Based on the primary data obtained from the interview above, it shows that integrating all fields of study through the development of values of cultural education and national character is then integrated into each subject of each type of field of study that is included in the syllabus and lesson plans and integrates it into the syllabus and lesson plans. daily activities. Through this integration effort, every teacher is required to apply exemplary behaviour, namely habituation to behave, be ethical, virtuous, and have character every day, whether in the school environment, family environment or community environment. This example is the morals, behaviour and attitudes of teachers and other education personnel in providing examples through good actions so that they are expected to be role models for other students. For example, discipline, cleanliness and tidiness, compassion, courtesy, honesty and hard work. Routine financing is also one of the character education activities that are integrated with daily activities at school, such as flag ceremonies, gymnastics, prayer together, orderliness, maintenance of cleanliness and other habits that they are used to doing routinely every day consistently.

The cultivation of character values at SDIT Al FityanGowa is also carried out in learning activities. This activity is held every Saturday after the lesson. The dances taught are in the form of simple dance movements adapted to their age. With this dance, students are expected to have a smooth, patient, polite, and courteous character because dance requires patience and appreciation of movement. Also, students love their own culture.

Strengthening character education in the current era is an important thing to do considering the many events that show the occurrence of a character crisis among the nation's next generation which seems to have begun to spread to students at the elementary school level, such as *bullying*. Therefore, strengthening character education through character planting needs to be implemented as early as possible starting from the family, school, and community environment. According to Diamansyah, when confirmed, he told the researcher that "schools have a very important role in building the character of a student because the age of elementary school children is an age that psychologically includes an age that is very easy to imitate and follow what they see and

witness. Therefore, early age is an age that can experience and follow changes based on what they witness in their daily lives", (interview, 17 February 2022).

From the primary data above, it became an inspiration for researchers to present and present a general description of the cultivation of the religious character of students at SDIT Al FityanGowa as *piloting* in inculcating the religious character of students in Gowa Regency, South Sulawesi. This study provides an overview of the field of inculcating students' religious character both from the aspects of planning, implementation and evaluation as well as identifying the implementation of Islamic religious education in inculcating religious character.

The description above shows that character education can improve the quality of educational processes and outcomes that lead to the formation of students' character or noble character as a whole. Thus, from the observations and results of the researcher's interviews with several resource persons, the values of character education developed at SDIT AlfityanGowa, among others, according to Nurfitriani are "religious character values, honesty, tolerance, discipline, creativity, democracy, love of reading, attitude care, and responsibility", (interview, 14 February 2022).

The form and value of character education in the researcher's analysis show the urgency of planting these characters in students from an early age because nowadays education has produced many smart people, but very little has produced righteous people in the sense that there are very many intelligent people, but smart, honest, Fairness and morality are still lacking, because smart and intelligent people still have a problematic conscience. Therefore, the development of individual identity or character must be built, shaped, developed, and strengthened as currently being promoted by SDIT AlfityanGowa.

Character education of students is a target that is expected to be achieved by SDIT AlfityanGowa, so character education at SDIT Al FityanGowa aims to build student character so that they have the characteristics or characteristics inherent in each student in their daily behaviour. Of course, the teacher at SDIT Alfityan cannot do it alone to shape the character of students. However, the formation of student character can be influenced by the environment and the closest people, such as family and the surrounding environment. Even a family is a place of learning and the formation of the first and main character obtained by the student (the child).

While the school environment, in this case, SDIT AlfityanGowa, is a place where students get character education, it is hoped that SDIT AlfityanGowa will create a generation that is intelligent, moral, has a noble character, and educated. To realize this, the SDIT AlfityanGowa teacher has a way of building student character. According to Maggassing, M. Pd. I., when confirmed about the strategies used by teachers in instilling character in students that:

There are eight (8) student character-building strategies used by teachers at SDIT AlfityanGowa especially in the classroom, namely (1) setting an example, (2) appreciating or giving appreciation, (3) inserting a moral message in every lesson, (4) honest and *open-minded*, (5) teaching manners, (6) instilling *leadership*, (7) telling inspiring experiences, and (8) through literacy activities", (interview, 25 February 2022).

Of the eight character-building strategies by subject teachers at SDIT AlfityanGowa, it is known that by setting an example during the study, it was found that there was a closeness between teachers and students so that teachers as parents of students in schools must always behave well and be careful in their behaviour. everyone says and does something to be a good role model for students. Therefore, teachers are often remembered by students not only because of the lessons taught, but also because of the nature and behaviour of the teacher concerned, such as being patient, firm, respectful, and friendly.

In addition, the teacher's behaviour that is often remembered by students is the appreciation given by the teacher to his students, especially when the student has brilliant achievements or carves an achievement. Strategies for implementing and inculcating character such as rewarding or appreciating students like this make students more confident and more enthusiastic in learning because they feel recognized and appreciated. In addition, the strategy is through the teacher's invitation to students to take lessons from each lesson learned. Teachers can instil the character of being patient, hard-working, honest, and unyielding in completing the given task or problem, so that students will grow and be ready to face life's problems, and always think optimistically, and try to solve the problem.

The character education strategy at SDIT AlfityanGowa is carried out by the teacher by telling students that every human being must have escaped mistakes, including the teacher. When you make a mistake, never be ashamed to admit it and apologize to students. The teacher is sincere when students provide corrections. This is important to do because openly accepting criticism, daring to tell the truth, and being willing to admit mistakes are examples of behaviour that students must emulate. That way students can do the same when experiencing similar experiences. Also, the character education strategy implemented by SDIT AlfityanGowa is one them by applying 5S, namely greetings, smiles, greetings, politeness and courtesy. Teach manners not only by writing it in the halls of the school or on the walls of the classroom. Manners can be taught again by example.

The teacher must reprimand students who act impolitely so that students know that what is done or said is not appropriate. There are times when students do things that are polite not on purpose but because they don't

know what they are doing is not good. Give a reprimand in a gentle and non-judgmental way because that is also a form of giving a lesson in manners. Another way is to instill *leadership* in students by giving assignments in groups. Each group must have a leader and members. Embedded that *leadership* does not mean always having to be the leader of others. When you become a member of a group and can contribute to the group, it means that students can lead themselves.

Before starting learning or even on the sidelines of learning in class, subject teachers can tell inspiring experiences, either their own experiences or those of famous figures. This will inspire students to be better. The inspiration from this teacher is not only about one's success, but also about one's failure how he rises from adversity will provide valuable lessons for students. The teacher can also ask students to share their experiences, the experiences of their parents, or their idols in class. By sharing stories and experiences, students will learn from each other so that the dream arises to be like the person told and have a solution when facing the same problem.

The teacher knows that one of the goals of literacy applied in schools is to shape the character of students. Literacy is not only about the ability to read and write. Currently, the definition of literacy is a person's ability to process and understand information while doing the reading and writing process. It is expected that students can understand and learn lessons from the books they read. The character development of students at SDIT Al FityanGowa can be done in various ways. For example, by creating a reading corner, reading aloud (*read aloud*), a Literacy tree, and so on. The teacher must arrange it in such a way that literacy activities can be fun, not a burden so that students can absorb every message from the literacy activities they do.

The teacher's way of shaping student character does not work if it is not accompanied by a well-thought-out plan on how to apply these methods. Do it sincerely and consistently so that the target of character education is achieved.

Starting from the data presented above, it can be concluded that the form of inculcating character education in students at SDIT AlfityanGowa is by (1) setting an example, (2) appreciating or giving awards, (3) inserting a moral message in each lesson, (4) honest and *open-minded*, (5) teaches manners, (6) instills *leadership*, (7) tells inspiring experiences, and (8) through literacy activities, and (9) teachers position themselves as parents, (10) facilitator (provides convenience for students), (11) motivator (encourages students), (12) inspirational and (13) role model for every student to follow.

IV. Conclusion

The forms of character education carried out by SD Islam Athirah Makassar and SDIT AlfityanGowa are:

- a. The form of character education inculcation carried out at SD Islam Athirah Makassar, namely: (1) religious character, (2) character who loves cleanliness and the environment, (3) character of honest attitude, (4) character of caring attitude, and (5) character of love attitude. homeland, (6) likes to move, (7) likes to play, (8) likes to work in groups, (9) likes to feel or do things directly, and (10) likes to imagine and create.
- b. The form of planting character education at SDIT AlfityanGowa is (1) setting an example, (2) appreciating or giving awards, (3) inserting moral messages in every lesson, (4) being honest and *open-minded*, (5) teaching manners, (6) instill *leadership*, (7) share inspiring experiences, and (8) through literacy activities, and (9) teachers position themselves as parents, (10) facilitators, (11) motivators, (12) inspirational and (13) role models. for every student to emulate.

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